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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: (1) classroom models of the teaching of English; (2) the design, development, and field testing of a technique to measure the effectiveness of adult education instructors in managing their verbal communication of intent when establishing the instructor/learner relationship; (3) precepts of the place of college reading instruction among faculty members in four-year colleges; (4) instructional effects of text structure-based reading strategies on the comprehension of scientific prose; (5) diagnostic reading test interpretation by reading teachers; (6) the effects of inservice reading training on teacher strategies and student performance in an occupational training program; (7) teacher knowledge of spelling research and instructional methods of spelling ability; (8) teacher attitudes toward learning disabled elementary school pupils as related to reading achievement; (9) innovative practices of language arts teachers; (10) factors contributing to teachers' decision making policies associated with effective reading instruction; and (11) principals' knowledge of reading concepts. (FL)

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Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction:

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CLASSROOM MODELS OF THE TEACHING OF ENGLISH: FOUR ENGLISH TEACHERS' PERCEPTIONS OF THEIR STUDENTS IN RELATION TO THE ENGLISH CURRICULUM

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THE DESIGN, DEVELOPMENT AND FIELD TESTING OF A TECHNIQUE TO MEASURE THE EFFECTIVENESS OF ADULT EDUCATION INSTRUCTORS IN MANAGING THEIR VERBAL COMMUNICATION OF INTENT WHEN ESTABLISHING THE INSTRUCTOR/LEARNER RELATIONSHIP

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A STUDY OF SECOND GRADERS' READING ACHIEVEMENT, TEACHER-STUDENT READING ACHIEVEMENT EXPECTANCY INTERACTION, AND CHANGE IN STUDENT RATING OF THE TEACHER

Order No. DA8327087

BAKER, BAXTER LEE, PH.D. *The University of Alabama*, 1983. 105pp.

This study investigated changes in reading achievement of second-grade students in light of naturally occurring student and teacher expectations and changes in the ratings of teachers by students. Three expectancy conditions were examined based on the teacher's and student's expectancy for the child's achievement in reading. Groups were: (a) Teacher-Discrepant, with teachers' expectancy ratings higher than the students' expectancy ratings; (b) Student and Teacher Consonant, with teachers and students having the same achievement expectancy rating; and (c) Student-Discrepant, with students' expectancy ratings higher than the teachers' expectancy ratings for them.

Hypotheses examined two basic questions: (a) What are the effects of the interaction of student and teacher expectations on student reading achievement, and (b) what relationships exist between students' and teachers' expectations and their stability over time. Two-way Analysis of Variance was used to compare the mean reading achievement scores among the three treatment groups, sorted according to expectancy interaction and teacher rating change by students. In order to examine the relationships and stability of teacher and student expectations for the child's reading achievement, Pearson product-moment correlation coefficients were calculated between expectancy variables.

Statistical analyses results indicated: (1) No support was found for an expectancy effect that reading achievement gains are differentially influenced by the interactive expectancy relationship. (2) Teacher expectancies were found to be relatively consistent over the course of the school year. Contrary to expectancy theory, student expectancies were unstable and actually diverged from teacher expectancies, indicating that second-grade students do not readily internalize and/or alter their performance expectations to be more consistent with teachers' expectations.

CLASSROOM MODELS OF THE TEACHING OF ENGLISH: FOUR ENGLISH TEACHERS' PERCEPTIONS OF THEIR STUDENTS IN RELATION TO THE ENGLISH CURRICULUM

Order No. DA8325200

BLOLAND, DAGNY DOROTHY, PH.D. *New York University*, 1983. 334pp. Chairman: Professor Gordon M. Pradl

This research describes the models of the teaching of English held by selected English teachers. The major assumption is that classroom teachers have models of teaching in the sense that each teacher operates according to a set of constructs about the nature of language and of education. The research focuses on developing a method for describing teachers' models and relating these to the theoretical models of the teaching of English found in the literature.

The theoretical models identified in the literature are classified according to the source of truth implied (history, contemporary society, or imagination) and the adaptive strategy required of the student (accommodation to the curriculum or assimilation of the curriculum to oneself). Six such models were found: three accommodationist (cultural heritage, skills acquisition, and therapy) and three assimilationist (psychological criticism, social praxis, and personal growth). In addition, seven curricular variables for the categorization of responses were also identified and crossed with the six models, for the development of a content analysis grid.

Four teachers were selected from among volunteers in an urban high school to participate in a series of intensive interviews, observations, and questionnaires. This material generated a range of responses which were subjected to qualitative and quantitative analysis based on the variables and theoretical models cited above. Each participant's model is described in a case study.

Analysis of these four teachers' models yields a sense of both their complexity and their consistency. The participants in the research held divergent opinions on aspects of their discipline, but tended in general to be more accommodationist in their views on curriculum than in their views on students. That is, they were usually more willing to allow students to respond assimilatively when the cirriculum was not under direct consideration. This split suggests the existence of an accomodationist inner curriculum, a set of constraints which prevent teachers from acting on their own relatively assimilationist formations.

The study concludes with implications for the use of these findings by teachers and administrators to improve communication, and suggests directions for further research into teachers' models of the teaching of English.

THE DESIGN, DEVELOPMENT AND FIELD TESTING OF A TECHNIQUE TO MEASURE THE EFFECTIVENESS OF ADULT EDUCATION INSTRUCTORS IN MANAGING THEIR VERBAL COMMUNICATION OF INTENT WHEN ESTABLISHING THE INSTRUCTOR/LEARNER RELATIONSHIP

Order No. DA8407168

BROWN-PARKER, JOHN, PH.D. *Michigan State University*, 1983. 273pp.

The aim of this study was to investigate the effectiveness of instructors in managing their verbal communication of intent when establishing the initial instructor/learner relationship.

Six major phases were employed in the methodology: (1) The development of a conceptual framework explaining the role intent plays in the instructor/learner transaction and the design of a coding technique; (2) Pilot testing; (3) Content validation by a panel of judges; (4) Modification after panelists' feedback; (5) Training of naive coders to learn and apply the technique with reliability; and (6) Field testing of the coding technique.

From the findings of the study, a major conclusion was that initial interaction between instructor and learners facilitates the instructor being perceived as helpful and well-intentioned. The instructors most effective in establishing rapport were distinguished from those who were least effective by consistently adopting patterns of communication in which they frequently: (1) checked for misunderstandings; (2) ensured learners had enough time to respond; (3) reinforced their learners' responses through the use of positive praise, regard or acknowledgement; and (4) indirectly explained their intent through the use of questions, suggestions or requests.

The communication patterns used by those instructors who were perceived as least well-intentioned, were characterized by: (1) a lack of interaction with learners; (2) a propensity to use long sequences of direct explanations or clarifications of intent; (3) the frequency with which they prepared their learners that upcoming explanations were not meant to be seen as malicious or arbitrary, and (4) made excuses for some behavior based on having no alternative course of action by reference to their ascribed power as instructor.

PERCEPTS OF THE PLACE OF COLLEGE READING INSTRUCTION AMONG FACULTY IN FOUR YEAR INSTITUTIONS

Order No. DA8328274

CARTER-WELLS, JOANN, PH.D. *Claremont Graduate School*, 1983. 152pp.

Although developmental reading courses have been offered in many of the most selective colleges and universities since the early 1930s, such courses do not share equal status in the college community with other academic offerings. Reading courses suffer the stigma of being non-academic or remedial because there is little understanding of the complex nature of the reading process.

The purpose of this study was to identify and clarify the perceptions and beliefs about both the reading process and the place of reading instruction at the college level that exist among faculty of various disciplines. In addition it sought to reveal how these perceptions and beliefs are interrelated with the philosophies of the mission of the institution and the division of responsibility within higher education today.

Ten disciplines in which reading is a prime factor were selected for examination. A questionnaire was developed and fieldtested with the cooperation of faculty in the Reading Department at California State University, Fullerton. The sample consisted of 3,131 questionnaires

(53%) from 119 (71%) four year colleges and universities.

It was found that faculty generally have misperceptions of the reading process at the college level that are often contradictory in nature. In addition there are disciplinary differences in these perceptions that are influenced by the philosophical orientations mentioned.

There is an urgent need for the field of college reading to further define and articulate a philosophy of reading instruction within higher education. Future research suggests companion studies with administrators and students, and the coordination of reading related research with faculty in other disciplines.

While this study validates some of the common folklore about reading at the college level, it also presents a challenge to the field to clarify existing misperceptions. Such a clarification should help validate the viability of the place of college reading instruction.

A CONCEPTUALIZATION OF IMAGE AS A COMPONENT OF TEACHER PERSONAL PRACTICAL KNOWLEDGE IN PRIMARY SCHOOL TEACHERS' READING AND LANGUAGE PROGRAMS

CLANDININ, DOROTHY JEAN, PH.D. *University of Toronto (Canada)*, 1983.

The starting point for this thesis is the assumption that teachers develop and use a special kind of knowledge. This knowledge is neither theoretical, in the sense of theories of learning, teaching and curriculum, nor is it merely practical, in the sense of knowing children. Teachers' special knowledge is composed of both ingredients blended by the personal background and characteristics of the teacher and expressed in particular situations. It is the personal and the situational, according to this starting point, which confers on teachers a special claim to knowledge.

The theoretical framework of the research is the study of personal practical knowledge with its concern for the development of a person-centered language and perspective for accounting for school practices. According to the framework, actions are both the expression and origin of the personal knowledge with passion. Action and knowledge are united in the actor and the account of both is of an actor. Hence, the term "personal practical knowledge."

Given this starting point and framework, this thesis offers a conceptualization of teacher's classroom "image". "Image" as a component of personal practical knowledge and as based on the narrative unity of an individual's life is seen as a central construct for understanding teacher's knowledge. The thesis adopts the term "minded practice" and argues that classroom practices are "minded" expressions of teachers' images. The work is based on an intensive case study of two teachers' classrooms.

The dimensions of the construct of image presented in the thesis are the moral dimension, the emotional dimension and the personal and professional dimension. The origin of image in the coalescence of diverse experience is discussed and the expression of images verbally and/or in classroom practices is illustrated.

There are three substantial accounts in the thesis: an account of long-term inquiry into two teachers' classrooms; an account of the images of two teachers; and an account of the concept of images as a component of teachers' personal practical knowledge.

INSTRUCTIONAL EFFECTS OF TEXT STRUCTURE-BASED READING STRATEGIES ON THE COMPREHENSION OF SCIENTIFIC PROSE

Order No. DA8323753

COOK, LINDA KAY, PH.D. *University of California, Santa Barbara*, 1983. 140pp.

Five different types of text structures were identified for scientific prose. Text structures were defined as organizational patterns used to meaningfully interrelate passage information. These five structures were Generalization (conveys a principle or law), Enumeration (list-like), Sequence (a series of steps or stages), Compare/Contrast (analyzes similarities and differences), and Classification (grouping on similarities and differences). It was hypothesized that training in the use of reading strategies based on these structures would enhance comprehension of scientific text.

The goal of Experiment 1 was to examine the effects of instruction on readers' ability to identify the text structure used to organize short test passages. One group of college level subjects (Experimental Group) received a short lecture and instructional booklet describing the five structures. They were then asked to classify a series of 20 short, one to two paragraph passages into one of the five structure types. A second group of subjects (Control Group) was asked to group the same set of passages into five categories on the basis of the author's organization of passage information. Results indicated direct instruction improved the Experimental Group's accuracy in classifying passages (79% correct) relative to the Control Group (28% correct). Further analysis of the Control Group's performance indicated the more text structures they labeled the greater their success in grouping similarly structured passages.

In Experiment 2 a 10-hour training course for reading strategies were developed for three text structure types (Generalization, Enumeration and Sequence). One group of Junior College chemistry students (Experimental Group) was first pretested on three biology passages representing the three structures above. These subjects then practiced the reading strategies using a chapter in their course-assigned textbook. Posttesting on an alternate set of three biology passages occurred at the end of training. A second group (Control Group) was pre- and posttested on the same biology passages but did not participate in strategy training sessions. Results indicated the Experimental Group improved their ability to answer questions assessing information stated directly in the text (Textbound) by 14% correct. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

DIAGNOSTIC READING TEST INTERPRETATION BY READING TEACHERS

Order No. DA8404975

DOUGLAS, ABEGAIL ADINA, ED.D. *Yeshiva University*, 1983. 266pp.

This study analyzed remedial reading teachers' interpretations of the performance of two fifth-grade disabled readers on four subtests of the Stanford Diagnostic Reading Test - Green Level, Form A. Teachers' interpretations were compared with a criterion set of responses. The extent and nature of variation from the criterion were explored. Further analysis was made to determine whether teachers reported using similar data cues and whether there were identifiable patterns of interpretation characteristic of some or all of the teachers.

The 71 subjects determined strengths, weakeness and two remedial needs for each pupil. They ranked, in order of usefulness, two sets of data cues which were provided for their use, indicated possible causes for the pupils' difficulties, and suggested additional information that might have enabled them to more adequately diagnose the pupils' reading progress.

Teachers' agreement with the criterion interpretations was low. Agreement was lower on those items of interpretation which described the pupils' reading strengths than on those which described weaknesses. Agreement was also lower on those items which described the pupils' performance on specific than on global subtest categories such as phonetic analysis or structural analysis.

Teachers identified item analysis as most useful and raw scores as least useful of the five test data cues.

Age, grade level and each pupil's classroom teacher's comments were considered most useful background cues. Parental information such as occupation was identified as the least useful for diagnosis.

Ninety-four percent of the teachers suggested emotional factors as the major source of both pupils' reading difficulties.

I.Q. scores and pupils' performance on other standardized tests and in other subject areas were most often suggested as necessary for adequate diagnosis.

There was no clear or significant pattern of agreement either with the criterion interpretation or among the teachers themselves.

This study raises questions about the role of standardized test data for diagnosing reading disability. Although they provide an objective approach to measuring reading progress, this study indicated that subjective data such as pupils' emotional stability and peer-sibling relationships were necessary and useful aids for interpreting the scores.

THE EFFECTS OF INSERVICE READING TRAINING ON TEACHER STRATEGIES AND STUDENT PERFORMANCE IN AN OCCUPATIONAL TRAINING PROGRAM

Order No. DA8325057

DOYLE, MARY ANNE, PH.D. *State University of New York at Buffalo*, 1983. 229pp.

This study explored the effects of a reading inservice program on the teaching strategies of four health professionals engaged in a health related occupational training program. Study procedures focused on effecting changes in the instructors and on determining the subsequent impact of program modifications on trainee performance. A case study of the instructors was adopted. Study of the effects of the inservice efforts on trainees entailed assessment of both functional literacy skills and content achievement.

To determine program needs, a preassessment of the existing procedures was conducted. This resulted in establishment of a six hour inservice program to introduce content area reading methodology. It also indicated that numerous training materials were of extreme readability. Revisions of a selected number of materials were completed.

The effect of inservice training on instructors was evaluated through pre- and post-inservice observations. Durkin's (1978-79) scheme of classification of teaching behaviors was applied. In addition to analyzing percentages of teaching time, descriptive protocols of observed behaviors were examined. Analysis showed that the teachers did modify strategies subsequent to training. More instructional time was devoted to comprehension preparation and assessment, vocabulary instruction and review, and assistance with study guides. The findings suggest that occupational specialists can profit from inservice training. However, because specific weaknesses were also noted, it was recommended that a more extensive inservice program be considered.

To evaluate the effect of program modifications on trainees, three groups, engaged in three distinct training conditions, were included (N = 62). A pre- and post-training cloze task was administered to assess growth of functional literacy skills. The agency's final test was analyzed to assess treatment effects on students' content learning, and a self-report questionnaire was used to secure students' reactions to course materials and activities.

TEACHER KNOWLEDGE OF SPELLING RESEARCH, INSTRUCTIONAL METHODS AND SPELLING ABILITY

Order No. DA8324333

EDWARDS, JOYCE MARY, ED.D. *University of Northern Colorado*, 1983. 90pp.

Spelling instruction is one of the most researched areas of the curriculum, yet there does not appear to be a consistent method of instruction which will improve spelling ability. This study was designed to (1) ascertain the degree of relationship between what teachers in the province of Alberta, Canada, know about available research in the teaching of spelling, and the research-supported procedures they use in the classroom; (2) ascertain the degree to which the teachers' knowledge of research affects student spelling ability; (3) ascertain the degree to which the actual method of instruction affects student spelling ability, and (4) investigate whether knowledge of research or the instructional method used has the stronger relationship with student spelling ability.

Procedure. A representative sample of 98 fourth-grade teachers and 2,075 students participated in the study. The teachers' knowledge of research and the instructional methods used were assessed by administering a two-part survey questionnaire, scored on a five point Likert scale. Student spelling ability was assessed by administering a 50-word spelling test.

Three Pearson product-moment correlations were computed between: (1) teacher knowledge of research and instructional methods used in the classroom, (2) teacher knowledge of research and student spelling ability, and (3) instructional methods used and student spelling ability.

Findings. A significant relationship was found between the amount of research knowledge possessed by the teacher and the research-supported procedures used in the classroom.

No significant relationship was found between knowledge of research and spelling ability nor between the instructional method used and spelling ability.

Conclusions. (1) Teachers possessing knowledge of research in the teaching of spelling generally use research-supported procedures in the classroom. (2) At the fourth-grade level factors other than the teachers' knowledge of research and the instructional practices used appear to be influential in determining spelling ability since both knowledge of research and instructional method appear to be unrelated to spelling ability. (3) Since neither of these appear to be related to spelling ability, it is not practical to say which has the stronger relationship with spelling ability.

TEACHER ATTITUDES TOWARD LEARNING DISABLED ELEMENTARY PUPILS AS RELATED TO READING ACHIEVEMENT

Order No. DA8329649

ERVIN, DOUGLAS H., ED.D. *University of South Carolina*, 1983. 86pp.

A current trend in the field of special education is to improve the effectiveness of instructional services to the handicapped and thereby promote gains in pupil performance. A review of the literature shows a general relationship between teacher attitudes and pupil performance, but that this does not necessarily apply to the learning disabled. This study was designed to determine if there was a difference between the attitudes of regular classroom teachers and special education resource room teachers toward mainstreamed learning disabled pupils and the effect this might have had on the reading grades awarded to a group of reading learning disabled pupils. Results indicated slightly negative attitudes toward mainstreamed learning disabled pupils for both teacher groups, but that there was no significant difference in attitudes between the two teacher groups. A significant difference was found between reading grades awarded to a group of mainstreamed learning disabled pupils by each teacher group. The resource room teachers tended to award a higher percentage of A's and B's than the regular classroom teachers. A secondary level data analysis was conducted relative to teacher attitude, age and grade level taught. The analysis revealed no significant difference or relationship between these variables. The sample included 54 regular classroom teachers, 11 special education resource room teachers and 83 pupils who were identified as having a learning disability in reading. The pupils included were all in grades two through six. The data were collected from two relatively small, largely rural school districts having similar demographic characteristics.

THE DEVELOPMENT OF PROCEDURES FOR ELICITING AND VERIFYING CHILDREN'S ORAL REPORTS OF INTENT AND MOTIVES IN TEACHER LANGUAGE INTERACTION

Order No. DA8328881

GAINES, JULIUS WESLEY, JR., PH.D. *University of California, Berkeley*, 1983. 191pp.

This study was devised to develop procedures for evaluating elementary school children's orally reported understanding of teacher language used in the social context of the classroom. The design of the study included the testing of primary hypotheses about differences in age, race and teacher language interaction sequence in elicited reports of intent and motives. Secondary hypotheses were tested to determine the dependency of reports of intent and reports of motives on mimicry and labeling tone.

Sixty-two black and white public school children participated in the study. Nineteen first graders, 21 fourth graders, and 22 seventh graders were selected through stratified random sampling to balance for race and sex. A constructed model of the elicitation process and piloted direct inquiry strategies provided the foundation for standard interviews with each subject. The primary hypotheses were tested using Kirk's (1968) type SPF-22.4 split plot design at the .05 level of significance. For the secondary hypotheses, correlations for a prepared correlation matrix were tested for significant departure from zero using the t-statistic.

The data were analyzed through a univariate ANOVA. A linear age trend across grade levels was found for reports of intent in white teacher language for black and white children. A significant relationship was found between reports of intent and tone labeling. The study verified the primary hypothesis of age differences and supported the secondary hypothesis of a dependent relationship between reports of intent and tone labeling. Though the hypothesized race differences were not supported by the findings, other race differences were indicated. The results of the study established a foundation for an assessment procedure using direct inquiry to evaluate children's listening to and understanding of adult language in school as a manifestation of children's social knowledge. There were also implications from the results for modifications and adjustments in teacher language interaction in language instruction, management, and counseling situations.

READING AND MATHEMATICS PERFORMANCE OF THREE SUBGROUPS OF ELEMENTARY TEACHER EDUCATION STUDENTS AT KANSAS STATE UNIVERSITY

Order No. DA8328114

GLEASON, BONNIE JEAN, PH.D. *Kansas State University*, 1983. 79pp.

The purpose of this study was to examine academic achievement of three subgroups of teacher education students at Kansas State University.

The population consisted of 106 volunteers from a population of 278 elementary education students who were in their fifth, sixth, or seventh semester of college study. Each student was placed in their respective group: (a) native students who entered the university with ACT scores, (b) native students who entered the university without ACT scores, and (c) Students who transferred to Kansas State University sometime after their sophomore year.

The study sought to answer the following questions: (a) How do the subgroups perform on reading and mathematics measures? (b) How do the subgroups perform on reading achievement as measured by their college English scores? (c) How do the subgroups perform on mathematical achievement as measured by their college mathematical scores? (d) Do any of the subgroups have a stronger relationship between academic performance and academic achievement?

Analysis of variance was used to compare the means of each group on each measure. The Scheffe procedure tested the comparisons between the groups where significance was found. A Pearson Product Moment Correlation was run to ascertain any correlation between academic achievement and performance on the mathematics and reading measures.

The following conclusions were reached: (a) There were no significant differences in the three groups on any of the measures except for mathematics achievement. (b) There was a greater correlation between mathematical achievement and mathematical GPA than reading achievement and the English GPA for each of the groups though the relationship was low to moderate.

The following recommendations might be considered: (a) Conduct this same research on the same subgroup population for several semesters and compare the results. (b) Repeat this research but make it a longitudinal study over a period of two or three years looking at teaching performance of members of the various groups. (c) Extend this research to other institutions and compare the results.

AN INVESTIGATION OF PRESERVICE TEACHERS' VERBAL BEHAVIORS DURING FIELD EXPERIENCE LESSON PRESENTATIONS

Order No. DA8329657

HARRIS, PAULETTE PROCTOR, ED.D. *University of South Carolina*, 1983. 216pp.

The purpose of this study was to determine and describe any alterations of preservice teachers' verbal clarity behaviors and related questioning skills that occurred during teacher education training. Specifically, the study was designed to investigate relationships between measures of specific low inference indicators of preservice teacher clarity skills and the levels (introductory, intermediate, advanced) of education courses taken by the preservice teachers. Clarity indicators chosen for analysis in this study included frequency of usage of: vagueness terms, mazes, total questions, single utterance questions, multiple utterance questions, wait-time type I, and wait-time type II.

Ninety-three preservice teachers at Augusta College in Augusta, Georgia, taught fifteen minute lessons to pupils in their actually assigned field site schools. Lesson presentations were audio-taped, and teacher talk during each lesson was transcribed verbatim. Two trained coders analyzed each transcript or tape for frequency of teacher usage of the variables under investigation.

One way analysis of variance was used to test each of seven null hypotheses to determine if any one of the three groups (introductory, intermediate, advanced) used a significantly different frequency of the dependent variables under investigation. Although none of the hypotheses was rejected at the .05 level, it was revealed that the advanced students used a lower frequency of clarity distractors than did the introductory or intermediate preservice students. From a *post hoc* analysis of the data it was found that the following demographic variables were related at the .05 level of significance to one or more of the dependent variables: gender, grade level, subject area, and group size.

Based on the findings from this study, further stress in teacher education programs on ways to increase teacher clarity skills and related questioning behaviors seems warranted.

AN INVESTIGATION OF THE MANNER IN WHICH THEATRE TEACHER TRAINING PROGRAMS IN THE STATE OF COLORADO MEET THE PERCEIVED NEEDS OF THOSE TEACHING THEATRE IN THE STATE PUBLIC SENIOR AND JUNIOR/SENIOR HIGH SCHOOLS

Order No. DA8400902

HETZEL, MARILYN ANN, PH.D. *University of Colorado at Boulder*, 1983. 264pp. Director: Professor Martin T. Cobin

The purpose of this investigation was to determine the manner in which Colorado certification programs from theatre teachers meet the perceived needs of those teaching theatre in the state public secondary schools. The basic hypothesis was that disparities exist (1) between what people are trained to teach and what they are actually expected to teach in terms of theatre education programs, and (2) between what people are expected to experience and what they actually experience in terms of their undergraduate theatre teacher training programs.

The methods of investigation included (1) telephone interviews with 199 secondary school principals, (2) personal interviews with seven state theatre teacher training program representatives, and (3) mailed questionnaires to 241 secondary school teachers responsible for theatre activities during the 1981-1982 academic year. The results of this study are based upon the responses of 126 secondary school teachers (52.7% of 241); 51 principals (25.6% of 199) whose responses were correlated with those of 58 teachers; and seven Colorado theatre teacher training program representatives.

State universities have a responsibility to train teachers to meet Colorado teaching position needs. All of the theatre teacher training programs fulfill state requirements with one exception: all fail to maintain effective program feedback systems. Fifty-five and six-tenths percent of the teachers hold drama endorsements; over 50 percent teach theatre classes; all but one directed at least one play in 1981-1982. An average of 69.7 percent of the teachers perform duties for which an average of 27.4 percent acquired undergraduate training. Principals and teachers disagreed on selected aspects of the teachers' responsibilities. When disagreeing, a principal was more likely to indicate that a teacher was doing less than the teacher reported.

Comparisons made between selected training programs in theatre activities and teachers' responsibilities suggest that disparities exist between program expectations and teachers' undergraduate experiences. Comparisons made between the teachers' backgrounds and job responsibilities suggest that teachers are asked to perform duties for which they lack training. The results of this investigation support the hypothesis and suggest the need for effective training program feedback systems and training program evaluation.

THE EFFECTIVENESS OF A PROTOCOL FOLLOWED BY ROLE PLAYING IN INCREASING THE PARTICIPANT'S COMPREHENSION AND APPLICATION OF QUESTIONING SKILLS

Order No. DA8328305

HOLT, LARRY CHARLES, ED.D. *University of Cincinnati*, 1983. 88pp.

Teacher education programs have had political and social influences which have hampered productive research on identifying the essential elements for improved training programs. In an attempt to examine the pervasive elements which influence the training of teachers, colleges and universities have recognized the importance of developing materials to facilitate the learning of skills and concepts in their students so they may become effective future teachers.

This study was a reexamination of a combined methodology using protocol material with role playing to test teacher trainees' knowledge and comprehension of a skill. The setting for this study was the College of Education at the University of Cincinnati and the subjects were enrolled in the course Preactive Seminar I. The design employed in this study was the pre-post control experimental group design IV described by Campbell and Stanley (1963). Two randomly assigned groups were administered the same written tests and observed for questioning behavior before being subjected to different treatments. A one-way analysis of covariance on the written posttest scores with the oretest scores as a covariate was the test of hypothesis I. To test hypothesis II, an analysis of variance was used to test for differences between the experimental and control groups' scores on questioning behavior.

The results indicated that the role playing treatment alone was not varied enough on the essential elements to produce a significant difference between the control and experimental condition. However, the interaction effect that occurred in the distribution of the scores between groups indicates that this may still be a productive area of inquiry.

INNOVATIVE PRACTICES OF LANGUAGE ARTS TEACHERS: DISSEMINATION AND USE OF EDUCATIONAL KNOWLEDGE

Order No. DA8325277

JOHNSON, NEVILLE JOHN, PH.D. *University of Oregon*, 1983. 183pp. Adviser: Dr. Richard I. Arends

The study had four purposes: (1) to identify and describe the innovative practices of language arts teachers, (2) to determine the degree of implementation of an innovation chosen by the subject, (3) to examine the information dissemination and the information networks of the subjects, and (4) to ascertain if the subjects could identify the research and development base of the innovative practice. This perspective contrasts with most knowledge dissemination and utilization studies which start with research and development knowledge and trace it through dissemination to implementation.

Four teachers were randomly selected from the language arts departments of two high and four junior high schools in a medium sized school district. The building language arts coordinators completed the sample of 30 teachers. Information was collected through interviews, teacher questionnaires and observation.

Major findings included: (1) Teachers perceived themselves as changing and innovating, and most of the reported innovations were implemented in the way the teachers themselves intended. (2) Teachers reported that innovative practices had been chosen by them in response to particular school or teaching situations. (3) Teachers often claimed that their innovation followed directly from past experience. Teachers who could identify the origin of the innovation reported that they had learned of it from colleagues and workshops. Seldom was the change associated with planned district interventions or district priorities. (4) The most used sources of information for teachers' innovations in preference order were: face to face discussions, seminars and workshops, printed materials and visits and demonstrations. (5) Most teacher person-networks were simple and local, while the person-networks of department coordinators were generally more complex, but still local. (6) A variety of situational and personal variables made it difficult for formal linkers and networks to always operate effectively. Alternative informal networks and linkers were often preferred. (7) The formal and informal networks often failed to link together people with similar interests. (8) Teachers were unable to identify the research and development knowledge base of their innovation, and this seldom concerned them. (9) Teachers valued practical knowledge above research knowledge, however most valued research knowledge and preferred that their practice had a basis in research.

ASSESSMENT OF RELATIONSHIPS AMONG MEASURES OF UNDERGRADUATE ELEMENTARY TEACHER EDUCATION MAJORS' READING AND MATHEMATICS ACHIEVEMENT TEST SCORES, COLLEGIATE MATHEMATICS COURSE GRADE, FIRST ENGLISH COMPOSITION COURSE GRADE AND OVERALL GRADE POINT AVERAGE

Order No. DA8402070

KRIEGER, SUZAN JANE MCGEHEE, PH.D. *Kansas State University*, 1983. 126pp.

The purpose of this study was: to assess undergraduate elementary education majors' achievement scores in reading and mathematics; to discover if relationships existed between the achievement test scores, course grade in mathematics and English composition and overall grade point average; and to discover if differences existed between the sample and norm groups' means on the achievement sub-tests. One hundred and six undergraduate elementary education majors were the volunteer subjects. Each subject completed *The Nelson-Denny Reading Test* and the *McGraw-Hill Basic Skills System Mathematics Test*. The scores from these tests, the subject's mathematics course grade, first English composition course grade and overall grade point average comprised the variables. Two statistical procedures were implemented. The Pearson product-moment correlations and *t*-tests for independent samples were used.

The results indicated that the mathematics achievement test scores correlated more significantly to mathematics course grade, English composition course grade and overall grade point average than did the reading achievement test scores. The highest correlation obtained was between the mathematics achievement elementary algebra scores and grade point average. There were no significant differences between the means of the sample group and the norm group on the achievement tests.

The conclusions indicated that elementary education majors' achievement test scores combined with overall grade point average and student teacher performance would yield further information and be better indicators of competent elementary education teachers.

It is recommended that replication and application of this study be administered to a larger sample at other universities.

PUPIL ABILITY AS A MODERATOR OF CORRELATIONS BETWEEN TEACHER BEHAVIOR PATTERNS AND PUPIL GAINS IN READING AND MATHEMATICS

Order No. DA8327001

LARA, ANUNCIACION VIRIL, PH.D. *University of Virginia*, 1983. 111pp.

The major question that this study addressed was: do low ability pupils learn most in a different classroom climate than high ability pupils do?

A new statistical procedure was used in this study to estimate the learning gains of high ability pupils and low ability pupils in the same class. The estimated pupil learning gain at each ability level in each class was then correlated with the class standard deviation of pretest score and with the class standard deviation of pretest scores to find out whether pupil achievement gains depended either on the ability or

on the heterogeneity of the class the pupil was in. No significant relationships were found.

The data used in the study were obtained from a competency-based teacher certification project conducted in a rural school district in a southern state. The scores of 15 reading teachers and six mathematics teachers on 22 measures of behavioral indicators of teacher competence were used as process data. Gains of pupils of 15 reading teachers and of pupils of six mathematics teachers were used as product measures.

Process-product correlations between each teacher competency and pupil gain scores were calculated for the high ability pupils and for the low ability pupils in each of the two subjects, reading and mathematics. Each class was randomly divided into halves and each correlation was estimated twice, once in each half of the class, to provide an estimate of error.

A repeated-measures analysis of variance of the 176 correlations revealed a weak pattern of teacher behaviors defining a classroom climate generally favorable to pupil learning. However, the results also indicated that the climate favorable to gains of low ability pupils differed substantially from that favorable for high ability pupils. Four distinct patterns of classroom climate favorable to learning were identified: one best for high ability pupils in reading; one best for low ability pupils in reading; one best for high ability pupils in mathematics; and one best for low ability pupils in mathematics.

A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN THE ADULT BASIC EDUCATION READING TEACHER'S CHARACTERISTICS AND KNOWLEDGE OF READING AND THE STUDENT'S READING ACHIEVEMENT IN TEXAS

Order No. DA8401208

LAUBER, HILDA LISKA ZIMMERMANN, ED.D. *Texas Woman's University*, 1983. 277pp.

This study was designed to determine whether the personnel in the sample, particularly the Adult Basic Education reading teachers, possess specific characteristics necessary to effectively work with illiterate students in Adult Basic Education. An investigation of the academic preparation of the personnel was conducted by using frequency distribution and crosstabulation. A comparison of competencies was made by correlating items on the teachers' questionnaire (82) with data from the directors' (24) and supervisors' questionnaire (17). These data were also used to analyze teachers', directors', and supervisors' competencies separately. Statistical procedures used were frequency distribution, Pearson correlation coefficient, crosstabulation, one-way analysis of variance, and t-test. The 81-82 Texas Education Agency Annual Report was used for demographic information about students attending cooperatives included in this study. The relationship between demographic information and teacher, director and supervisor variables were analyzed. Adult Basic Education reading students (23) were interviewed on a one-to-one basis. A frequency tabulation was done on each question.

Findings indicate that: (a) management systems in reading are not a universal practice, (b) teachers did not have a clear understanding of pretest and posttest, (c) some teachers did not differentiate between Adult Basic Education, General Educational Development, or English as a Second Language program.

A major conclusion was that too few teachers teaching reading in Adult Basic Education have adequate formal training in reading or learning disability to be competent in teaching illiterates with severe reading problems. Teachers, regardless of background or experience, are assigned to teach reading as well as other subjects. The data indicates that teachers use a variety of teaching strategies; however, on-site observations indicated many teachers use inappropriate materials. Supervision of the reading program is usually not conducted by skilled reading personnel.

It is recommended that all cooperatives strive to develop a well qualified professional faculty of full-time, well trained reading teachers. Universities with reading programs should include reading courses to help teachers teach reading to illiterate adults. Hard core English-speaking illiterates should be actively recruited. The non-English-speaking students should be enrolled in English as a Second Language programs.

FACTORS CONTRIBUTING TO TEACHERS' DECISION-MAKING POLICIES ASSOCIATED WITH EFFECTIVE READING INSTRUCTION

Orde No. DA8309941

LOGAN, JOHN WILLIAM, PH.D. *Texas A&M University*, 1983. 142pp. Chairman: Dr. William H. Rupley

This investigation was structured to examine relationships between variables of effective engagement and questioning techniques with teachers' knowledge of reading content, theoretical reading orientation and rank-ordering of reading behavior outcomes. A sample of one hundred elementary classroom reading teachers (Primary, N = 60; Intermediate, N = 40) from West Virginia, Texas, Virginia, and Indiana volunteered to participate in the study.

Data were collected from four instruments: (1) Knowledge Test of Reading for Elementary School Teachers; (2) Propositions About Reading Instruction Inventory; (3) Rank-ordering reading behavior outcomes; and (4) Reading Classroom Instruction Simulations. The study focused on four major research questions featuring associations of these variables: (1) knowledge of reading content; (2) theoretical reading orientation; (3) effective engagement techniques; (4) effective questioning techniques; and (5) rank-ordering reading behavior outcomes. Five prediction variables on demographic information were used in this investigation to examine their effect on knowledge of reading content. The five predictor variables included: (1) educational background; (2) total number of reading courses taken; (3) years since last enrolled in a reading course; (4) grade level taught; and (5) number of years teaching experience. Stepwise regression analysis was used to rank order the predictor variables' importance to the model.

Results of this study supported findings of research on teachers' theoretical reading orientations. Teachers who were pupil-centered were negatively related to effective engagement techniques. Educational background and grade level taught was found to influence teachers' knowledge of reading content. Primary teachers' were found to be more knowledgeable about reading content than were intermediate grade level teachers. Overall rank-ordering of reading behavior outcomes by all teachers in the sample indicated that teaching of consonant sounds, vowel sounds, and literal level comprehension were ranked highest in order of prioritizing seven reading behavior outcomes. Primary teachers significantly ranked the teaching of consonant sounds higher than did intermediate grade level teachers. In contrast, intermediate grade level teachers ranked the teaching of vowel sounds higher than did primary grade level teachers.

A STUDY OF THE KNOWLEDGE ABOUT READING CONCEPTS OF PRINCIPALS OF SCHOOLS HOLDING MEMBERSHIP IN THE ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL

Order No. DA8405474

MARGESSON, MAXINE EDGE, ED.D. *Western Michigan University*, 1983. 91pp.

This study focused upon the amount of knowledge that elementary principals in schools holding membership in the Association of Christian Schools International have regarding primary reading instruction. The problem was based on the contention that the elementary principal is responsible for the instructional program in his or her school, and in order to offer quality supervision, he or she must be knowledgeable about curriculum.

Data were obtained from a research questionnaire completed by 220 principals and 1,065 elementary teachers. The questionnaire contained 40 statments relating to primary-grade reading. Seven categories of reading concepts were utilized: (1) word recognition, (2) comprehension, (3) reading readiness, (4) materials, (5) methods, (6) evaluation of teachers, and (7) evaluation of students. The responses of the principals were compared to the responses of a panel of reading specialists and to the responses of the teachers they supervise.

To analyze the data collected, an *F*-ratio was used to compare the mean scores of the responses of the principals and the national jury and also the mean scores of the principals and teachers in each of the seven categories mentioned.

Support for each of the seven hypotheses which stated that the

knowledge of principals would compare favorably with the knowledge of the national jury was not found. Support for each of the seven hypotheses which stated that knowledge of the principals would compare favorably with the teachers they supervise was not found.

THE ATTITUDE OF LOUISIANA ELEMENTARY SCHOOL TEACHERS TOWARD PROMOTION AND NONPROMOTION AS A FACTOR IN RAISING THE READING AND MATHEMATICAL ACHIEVEMENT LEVEL OF ELEMENTARY SCHOOL PUPILS

Order No. DA8322577

NABORS, PEARLIE PROFIT, ED.D. *Northeast Louisiana University*, 1983. 95pp. Major Adviser: Dr. Merrill S. Nicklas

The purpose of the study was to examine the reading and mathematics achievement of 1,143 promoted and 489 nonpromoted students from a population of 4,050 elementary school pupils, using SRA reading test scores, SRA mathematic test scores, and teachers' attitude scores. The study also was designed to examine the attitudes of 96 elementary school teachers, taken from a population of 150 elementary school teachers, regarding factors which had contributed to the promotion of elementary school pupils and the effect of nonpromotion on the achievement of elementary school pupils in reading and mathematics.

Specifically, the study sought to answer the following questions: (1) Was there a measurable difference between the total reading achievement level of promoted and nonpromoted elementary school students at the same grade level? (2) Was there a measurable difference between the total mathematics achievement level of promoted and nonpromoted elementary school students at the same grade level? (3) Was there a predictable relationship between the attitude of elementary school teachers and the promotion of elementary school students?

This study was limited by the following factors: (1) The study included 4,050 elementary students and 150 elementary school teachers of 16 Ouachita Parish elementary schools. (2) The study utilized a randomly-selected sample of 1,143 promotud students, 489 nonpromoted students, and 96 elementary teachers of students grades one through six. (3) The study used only students who completed the SRA Reading and Mathematics Achievement Tests during the 1978-1980 school years.

Two statistical procedures were used to analyze the data presented in this study. Data collected from achievement test scores and records of promotion and nonpromotion were analyzed using *t* tests. The .05 level of significance was used to analyze the data. The data collected from the achievement test scores, records of promotion and nonpromotion, and teacher's attitude questionnaires were analyzed using a principal axis factor analysis.

The findings of the study revealed significant differences between the total mean reading achievement of promoted and nonpromoted groups at the .05 level of confidence for each grade level. The statistically significant results favored promoted groups over nonpromoted groups at each grade level. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

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